

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • T-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage



5 minutes

Read part 1 of the passage *Camouflage* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child reads. Help the child plot the number of words read on the graph. The goal is 130 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What is camouflage? (coloration that disguises or hides an animal)

How do animals use camouflage? (to hide from predators and sneak up on prey)

What are some examples of animals that change color? (arctic hares and foxes)

If time permits, repeat the steps above using part 2 of the passage, *Camouflage*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Show the child the prefix cards and remind him/her that these word parts can be added to words to make a new word, such as *unhappy*. Spread the prefix cards face down on one side of the table and the word cards face down on the other side. Have the child turn over a prefix card and a word card. If the child can make a correct word using the cards, he/she gets to keep the cards. If not, the child turns the cards back over. It is now your turn. Repeat the game if time permits.

Part 1

The use of coloring and patterns to disguise and conceal is called 12
 camouflage. Predators—animals that hunt—use camouflage to 20
 sneak up on their prey without being seen. Prey use it to hide from 34
 predators. Camouflage comes in many forms. 40

Some animals have permanent color patterns that help them to 50
 hide. Many desert creatures, including snakes, lizards, and desert 59
 foxes, are the color of sand to match their surroundings. Many 70
 insects are green to blend in with the plants they live and feed on. 84
 Lions match the color of the dry grasslands of the African plains 96
 where they live. 99

But what do you do when the color of your environment changes? 111
 Some animals that live in colder climates change color with the 122
 seasons. Arctic hares and Arctic foxes in the far north have brown 134
 fur in the summer and white fur in the winter. This helps them hide 148
 year round. 150



Ptarmigans in summer and winter

Part 2

The octopus is known for its ability to change color. It can 12
 change both the color and texture of its skin. When an octopus 24
 moves onto a rock, it changes color to match the rock. Its skin 37
 becomes bumpy to match the rock's surface. 44

Crab spiders change color, too. They are able to match the 55
 color of white, pink, or yellow flowers. They sit on flowers and 67
 are almost invisible until an unsuspecting beetle, fly, or bee 77
 comes by for a sip of nectar. The crab spider then attacks it. 90

Disguise is another kind of camouflage. A disguised animal 99
 looks like another animal or object. Some of the best masters 110
 of disguise are leaf insects and stick insects. A leaf insect has 122
 wings that look exactly like leaves. Stick insects look so much 133
 like sticks that it's almost impossible to tell the insect from the 145
 stick that it rests on. 150



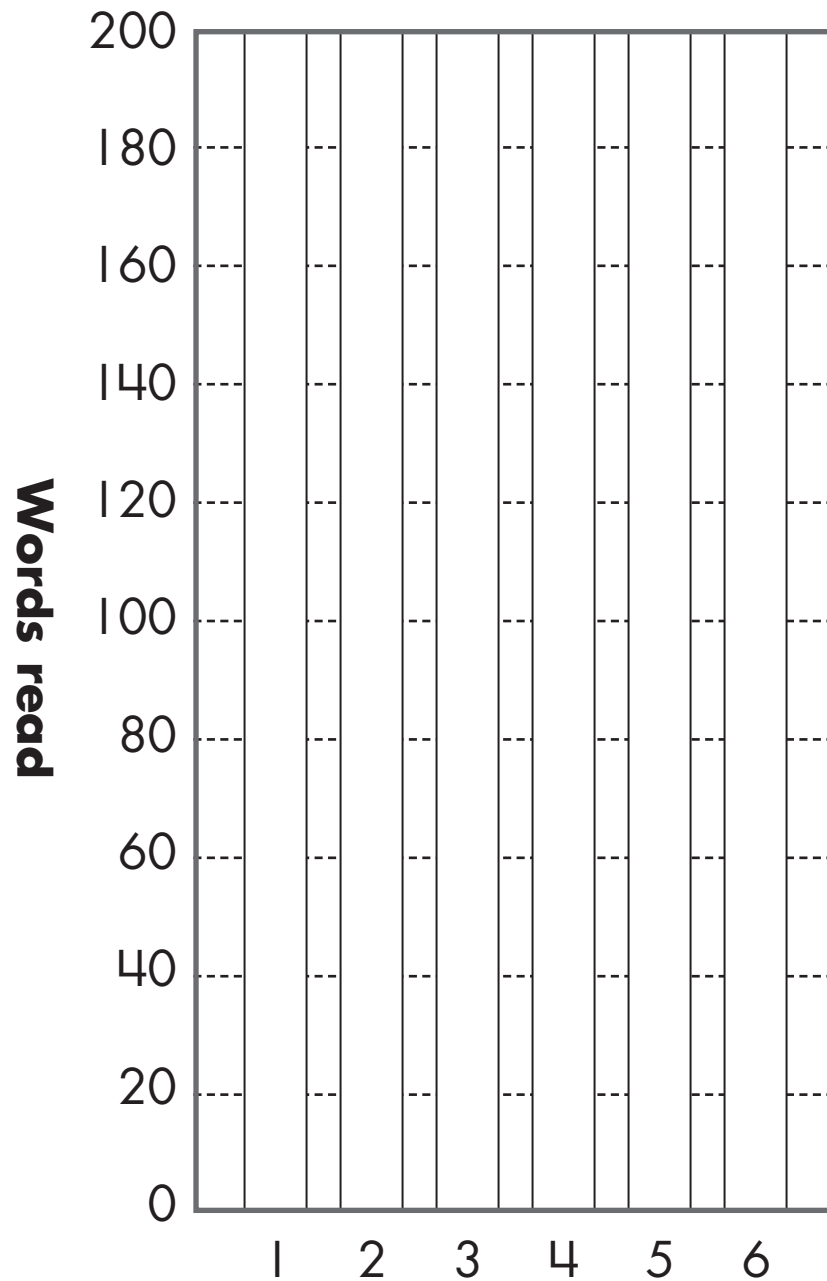
Many insects look like plant parts.

Fluency

Repeated Reading Bar Graph

Lesson T-3

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



in

in

un

un

im

im

dis

dis

guise

suspecting

visible

possible

complete

common

perfect

agree